

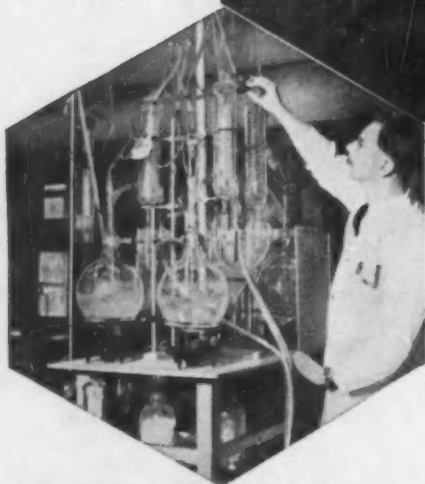
## AND EDUCATION REVIEW

OCTOBER, 1957  
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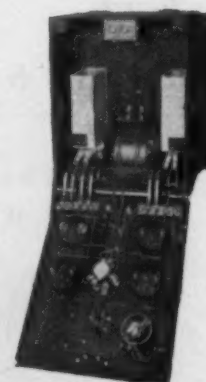
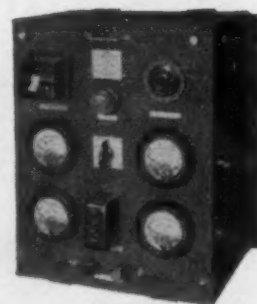
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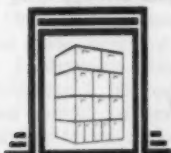
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## SCHOOLS RECRUITMENT WEEK

MESSAGE FROM JOHN ARCHBOLD,  
PRESIDENT, NATIONAL UNION OF TEACHERS.

During the whole of my teaching career I have been associated with the National Savings Movement as a Secretary of a School Savings Group. This experience has taught me to value the habit of saving regularly through the school savings group, not only as a convenient way to save for both long and short term saving, but as an aid to teaching thrift and forward planning. The very act of saving week by week is in itself a discipline that is good for the individual.

I am most appreciative of the great amount of voluntary work undertaken by the teachers in the schools in organising school savings groups. Without their enthusiastic support there would be no School Savings Movement. I hope that a great extension of clerical assistance in schools will be conducive to the complete fulfilment of the aim of the Schools Advisory Committee—to have a savings group in every school.

This aim can only be achieved through the active interest and co-operation of school staffs and I have no hesitation in recommending to you the advantages of having a savings group in your school.

I express the hope that the proposed drive this coming Autumn for an extension in the number of school groups will meet with great success.

*John Archbold*



## NATIONAL SAVINGS

### SCHOOLS RECRUITMENT WEEK AUTUMN 1957

*Issued by the National Savings Committee, London, S.W.7*



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CHRONICLE**

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,387. VOL. CL.

OCTOBER 1957

## **National Association of Divisional Executives for Education**

### **ELEVENTH ANNUAL CONFERENCE**

Alderman Mrs. J. Hammond, O.B.E., J.P. (Leyton, Essex), was elected the new president at the eleventh annual conference of the National Association of Divisional Executives for Education, last month.

Before the first session, Alderman T. J. Brennan, K.S.G. (Ealing, Middlesex), the retiring president, performed the official opening of the usual exhibition of educational equipment. This exhibition, to which some forty firms contributed, reached the high standard which delegates have come to expect and those who found time for a visit were well rewarded.

At the opening of the first session greetings were very charmingly extended by the Mayor of Margate, Alderman J. G. Read, J.P., C.C., after which the result of the election of officers for 1957/58 were announced.

The very thoughtful presidential address (see page 104) delivered by Alderman Mrs. Hammond covered many points of current educational controversy in a challenging manner and the address was enthusiastically received by conference.

A bold innovation this year was the provision of time for an open discussion on points raised in the president's address and on the papers presented by the two guest speakers, Professor A. V. Judges, B.A., D.Sc., Head of the Department of Education, University of London King's College, and Sir John F. Wolfenden, C.B.E., M.A., Vice-Chancellor of Reading University.

Following the presidential address, time was specially allowed for a typically forthright statement by Dr. L. F. W. White, M.B.E., B.Sc., the energetic secretary of the association, on the subject of the threatened extinction of divisional executives and the cost of divisional administration.

Dr. White quoted very effectively from speeches and answers to Parliamentary questions given by the Minister of Housing and Local Government, and by the Parliamentary Secretary to the Ministry of Education, in July and August of this year.

On the reception of the financial report a proposal was made from the floor of the conference by Alderman G. J. Stephens (Heston and Isleworth), and seconded by Alderman C. E. Jordon (Harrow), that generous recognition should be made to Dr. White for his invaluable services to the Association over the past ten years. With

the agreement of the proposer and seconder this suggestion was referred to the Executive for further consideration in deference to the wishes of Dr. White.

#### **Reorganisation of Local Government**

Among the resolutions submitted for consideration by conference pride of place was naturally given to a long resolution submitted by the executive committee on the subject of the Reorganisation of Local Government. The full text of the resolution was as follows:

That in those cases where the Government recognises the right of a Borough or Urban District to undertake responsibility for major education functions, the grant of those functions by direct conferment, rather than by delegation, is justified. Support should therefore be given to the claim for all such bodies to exercise education functions by direct conferment and not by delegation.

That the proposals contained in the White Paper for direct administration by County Authorities are completely unsatisfactory. They involve over-centralisation in organisation, deprive many boroughs and urban districts, as well as other authorities, of any association with the local aspects of educational administration, and in practice they inevitably mean that local or district sub-committees would have to be established on a much less satisfactory basis than divisional executives. The Conference therefore proposes that divisional executives be retained and extended as an integral part of the organisation of the education service in those areas where conferment of functions is not appropriate.

That much in the Government scheme depends upon the meaning of delegation. The interpretation given by the Minister of Education and a number of authorities is so restrictive that delegation means the minimum. It is essential that there should be a full-scale examination of the problems involved so that recognised principles of delegation are established.

That all possible means should be employed to secure the adoption of the proposals outlined.

Alderman Brennan, immediate past-president, moved the resolution and, in the course of a closely reasoned

speech, he pointed out that the purpose of the resolution was to summarise the unanimous views of the executive on the whole question.

It was the opinion of the executive that delegation had been successful in a few counties only and that generally it had not worked well and would not work well. Even excepted districts, which had drawn up their own schemes of divisional administration, had experienced frustration and disappointment.

Alderman Brennan quoted one eminent legal opinion to the effect that, whatever schemes of divisional administration might provide, local education authorities could not divest themselves of statutory responsibilities. This opinion meant that delegation was no more than mere agency, which could be withdrawn at any time.

The resolution was seconded on behalf of the Executive by Mr. J. Tillett (Forest Division of Essex).

Mr. L. Michaelis (Aylesbury, Bucks.), expressed the regrets of the Rural District Councils that the strength of their case in favour of divisional executives had not been sufficiently made out.

A proposal by Alderman D. O'Dwyer (Dagenham, Essex), to convene a separate meeting of representatives of excepted districts was not accepted.

Conference did not accept an addendum to the executive's resolution which proposed that, in areas where the population level of 60,000 in any one borough or urban district could not be reached, arrangements should be made for smaller authorities to group together to form education committees, which should be given educational powers of the same type as excepted districts.

#### Public Relations

Mr. J. Compton, C.B.E., M.A., until recently education officer for Ealing and a member of the executive committee, was obviously at home in moving a resolution dealing with public relations in education, in the following terms:

That this Conference urges the need for more satisfactory public relations in education. In particular it notes the increasing tendency in Ministry documents and pronouncements and in the highly technical professional jargon often employed, to become incomprehensible. The Conference believes that a democratically controlled service ought to be intelligible to the general public.

This resolution was carried without difficulty and almost with enthusiasm.

#### Local Government Finance

Two resolutions on this subject, one submitted on behalf of the executive committee by Alderman E. T. Hinchliffe (Ashlar, W. Riding) and County Alderman Mrs. M. J. Clephan (Lancs. D.E.24), and the other by Leyton Excepted District, were combined to read as follows:

That the Conference is of the opinion that any system of Block Grants in the education service is fraught with dangers. If it is based upon a static formula, the amount of grant might quickly become unrelated to the needs of the service, since it might fail to take into account the extent and variety of the development of the service. The Association believes that historically it has been found that a grant

structure based upon Block Grants has not expressed the conception of partnership between Central and Local authorities as adequately as one based on a percentage principle. This arises since Local Authorities have to rely on a single tax (i.e. local rates) whereas the Government has at its disposal a variety of methods of taxation. Conference therefore urges that before any change is made in the grant system there should be a full inquiry into the financial relations between central and local authorities with a view to the exclusion of Education Grants from the proposals.

After some discussion the combined resolution was carried.

#### Educational Maintenance Allowances

A very human appeal was made by Alderman Mrs. A. F. Remington, (Tottenham Excepted District), in moving the following resolution dealing with Maintenance Allowances:

This Conference

(a) welcomes the Report of the Working Party on Educational Maintenance Allowances, together with its valuable Appendices;

(b) regrets the decision of the Minister, as announced in Circular 327, to substitute allowances and income-limits less generous than the conservatively-estimated allowances and income-limits proposed by the Working Party;

(c) expresses the hope that all Local Education Authorities not already making the maximum allowances permitted by Circular 327, will, without delay, and as generously as possible, utilise the powers now given them.

This resolution made a strong appeal to Conference and was readily carried.

#### Cost of School Meals

An attractive contribution was made by Councillor Mrs. L. R. Hughes (Llanelli), in moving the following resolution on the Cost of School Meals:

That Conference views with alarm the successive increases in the price of school meals and calls upon H.M. Government to take immediate steps to counteract this upward trend by:

(1) reducing the price of schools meals;

(2) allowing local education authorities to introduce more liberal schemes for the provision of free meals to necessitous children.

Following a very sincere and convincing contribution by Mr. J. L. Smith, O.B.E. (Medway, Kent), this resolution was also carried.

#### Local Government (Members' Allowances) Regulations, 1948

A very sincere appeal was made to conference by the representative of Romford Excepted District for support for the following resolution, which was carried without discussion:

This Conference resolves that an immediate approach be made to the Minister of Housing and Local Government requesting such amendments or modifications to existing legislation as will enable members of Managing and Governing Bodies, in the execution of their duties, to qualify for the same

treatment as members of Committees or Sub-Committees so far as expenses and financial loss allowances are concerned.

Other resolutions accepted by conference dealt with the following subjects :

#### **Clerical Assistance in Schools**

"That the attention of the various Associations of Local Education Authorities be drawn to the disparity in the salaries and conditions of service of school clerical assistants revealed by the recent survey conducted by the Association and that it be suggested to them that adequate financial recognition should be given in all areas to the responsible and diverse work carried out by school assistants in large secondary schools, particularly those with advanced courses."

"That this Conference regrets that many Local Education Authorities do not make adequate arrangements to relieve the teaching staff of clerical and other ancillary duties and calls the attention of the Minister and others engaged in the administration of education to the need for detailed examination of the scale and conditions of clerical assistance provided in many schools."

#### **Secondary Education**

*Selection for Secondary Education.*—That this Conference deplores the various ways in which schemes for the selection of pupils for secondary education are being impeded by undesirable forms of publicity, which often create human problems.

*Experiments in Secondary Education.*—That this Conference welcomes the experiments being undertaken in secondary education in all its spheres, both to adapt the curriculum to the real educational needs of the pupils and to offer incentives (whether by examination or otherwise) for the fullest development of individual pupils.

*Examinations in Secondary Schools.*—That in view of the importance which is being placed on the work of the Secondary Modern School, the attention which is being focussed upon the need for Technical Education and the desire to give pupils an incentive, the Ministry should be asked to reconsider the views expressed in Circulars 289 and 326 and that the regulations be amended in order that pupils may sit for approved external examinations in addition to the G.C.E. at the age of 15 years.

*Undue Specialisation in the Compulsory Stages of Education.*—That this Conference calls attention to the dangers inherent in any undue specialisation within a school and urges that the emphasis should be upon a liberal education designed to develop the best personal qualities of individual pupils.

*Age of Compulsory Attendance—Approved Schools.*—That this Conference urges the Minister of Education to make representations in the appropriate quarter to ensure that children in attendance at Approved Schools are subject to the terms of Section 8 of the Education Act, 1946, which states that children should not be deemed to have reached school leaving age until the end of the term in which they reach the age of 15.

*Reduced Fares for Older Pupils.*—That the Executive Committee be requested to approach the British Transport Commission with a view to securing cheap travelling facilities for pupils in full-time education at school even though they are over the age of 18 years.

#### **Supply of Teachers**

The following additional resolution submitted on behalf of N.E. Derbyshire, Divisional Executive by Councillor Mrs. D. M. Ashley, was carried, with some dissent.

That this Conference, having regard to the present and probable future shortage of teachers, especially in schools catering for older pupils, and realising the serious effects of this shortage, not only on the present generation of pupils but also on the morale of teachers, requests the Ministry of Education to review again the whole position with a view to securing an early improvement by an immediate release of teachers and intending teachers from National Service and by an increase in the number of students admitted to Training Colleges and Training Departments of Universities.

The only resolution which failed to secure the approval of Conference was one submitted by Medway Divisional Executive, Kent, which requested the Minister of Education to use his best efforts to secure the maximum limitation in the use of schools, especially secondary schools, as polling stations during school hours.

The next conference will be held at Scarborough in 1958.

**Mr. Geoffrey Lloyd**, Minister of Education has appointed Mr. D. H. Morrell to be his Principal Private Secretary and Mr. R. F. Cunningham to be his Assistant Private Secretary.



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# Education as an Investment

## Lord Hailsham in Nottinghamshire

Lord Hailsham, Lord President of the Council, speaking at the opening of an educational exhibition, "A Hundred Years of Education in Nottinghamshire," at Thieveswood, Notts., remarked that he was invited as Minister of Education, but he was now an ex-Minister, and what he had to say was perhaps more easily said in that capacity than if the current administration of the affairs of the office were his direct responsibility.

Lord Hailsham continued: "We are living in an age of rapid technical development, and radical, cumulative and continuing social, economic and political change. The old lamps which lit the lives of generations of simple men and women are going out, and new ideas have proved inadequate to take their place. The old sources of power, the old concentrations of wealth, the old recipes for success, are being swept away, and the most conservative of us are being compelled to look afresh at fundamental assumptions, and to value afresh the standards by which we live this life.

"Politically we are driven by the very logic of events to readjust our whole framework of society, and to do it in a context which in other years might have proved so alarming as to drive people scurrying for shelter behind a welter of elaborate clichés and preconceived notions.

"But Britain has trodden the road that leads to greatness, and along that path there is no returning save in calamity and dishonour. Shorn of our former sources of power we are compelled deliberately to plan the genesis of a new age of greatness for the people of this island.

"So we are embarked on a great adventure. We have set ourselves the task of achieving social justice, but without stifling individual enterprise; of achieving a constantly increasing standard of life, but without the immense natural resources of the American and Asian continents; of maintaining a position of leadership in world affairs, but without the possibility of equalling the concentrations of power available elsewhere. I know of no way in which we can hope to meet this tremendous challenge without investing heavily in the education of our children.

"On the purely material plane, we are moving into the era of the trained and qualified man.

"By less material criteria, we are moving into an age when it is necessary to match scientific achievement with enhanced moral and spiritual stature. But whichever standard you set, it is the greatest possible mistake to suppose, as many people still do, that the only really worthwhile investment is technical education. As the greatest industrial revolution gathers momentum it will in fact be impossible to give technical education of the kind that will be needed except to those whose general education in school has been carried to the limit of their capabilities.

"These facts seem to be self-evident. Yet, at the same time, I can understand why, as Minister of Education, I received a large number of letters complaining

that the education service is not providing sufficiently good value for money. As Minister, I was all too keenly aware of the imperfections of the present system, and for every instance quoted to me of its deficiencies I could have quoted a good many more. But what I cannot understand is the train of reasoning which led so many of my correspondents to argue that because our system of public education is still far from perfect, we should seek to reduce its standards, instead of improving them.

"It has never been easy to demonstrate the relationship between value and money in the education service. The Act of 1944 made the task much harder, since the kind of education which it envisages for all our children—and not simply for a few—is both more expensive than that thought sufficient under earlier Acts, and much more difficult to evaluate when provided.

"I have never been an advocate of extravagance in education. I have never claimed that education must not make, and be seen to make, its own distinctive contributions to national economy and national finance. But I conceived it my duty during my term as Minister, and I conceive it my duty now, to draw attention to the real educational situation as I saw it.

"And as I saw it, our educational system, good as it is, is still bursting at the seams. This is the explanation of almost all the apparent pressures which sometimes seem to have little or no relationship to it—the sensitiveness about 11-plus, the jealousy of the independent system, the problem of the voluntary schools, the shortage of technologists. We still have primary classes of a size which cannot fail to waste a proportion of our national talent at the outset. We still have inadequate provision for scientific and technical training. There are still too few university places. There are still too few secondary modern courses of adequate imaginativeness and freedom from the limitation of the old elementary system. There is still an overall shortage of trained teachers, and when this is satisfied there will still emerge secondary and limited shortages in particular localities and in particular grades and subjects.

"There is a large and hitherto almost uncatered for requirement for provided boarding education within the maintained system, which would not at all be met by the kind of redistribution of the limited number of grammar school places brashly advocated by those whose interest in education is political rather than educational. I could mention a dozen more items where it is the duty of educationists to press and press again their requirements on the public.

"That does not mean they will get that requirement. When I see costs rising, when I see inflation progressing, when I see more and more spent and demanded for consumers, I am driven to remark that the true enemy of education is not some imagined civil servant counting the pennies in the Treasury, whether or not such a being or his equivalent exists, but the steadfast unwillingness of the public to spend more than three per cent. of their national income upon this, one at least of the most





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vital of their social services. So long as it continues to exist, successive Governments are bound to give effect to this unwillingness. We live in a democracy; in the end we shall get the educational system we desire, and therefore the educational system we deserve.

"It is this which led me as Minister again and again to press the claims of education on the public. I knew all the time—indeed I know now, perhaps more pregnantly than I did then—that if inflation is allowed to continue, education, amongst other public services, will suffer, and suffer probably more than those who claim to balance increases of costs against increases of earnings without restraint of any kind.

"If we cannot cure inflation for our own sakes, let us stand up to it for the sake of our children. It is my sincere conviction that given anything like luck, we can have by 1965 the best school education in the world, and by 1970 the best educational system anywhere. Let us resolve that neither in the economic nor in the educational field shall we allow our ideals to falter or our purpose fail.

"But in the last resort a democracy will get the kind of education which its masters—the voters—are prepared to pay for. Let us hope that that education is the kind of education our children deserve and the nation requires."

### American Scholarships for British Students

The American Field Service announces that seventy-five scholarships providing a year at an American school are now open to British senior schoolboys and girls. Candidates must be over 16 years of age and under 18 by September 1st, 1958, and the scholarships are for the 1958-59 school year.

While in the United States all the boys among the successful candidates will go to High Schools, and will live with American families where there are children of their own age. A small proportion of the girls will go to boarding schools, living with private families during the holidays.

The idea of the American Field Scholarships is to increase international understanding by giving young people from abroad the opportunity of learning about American schools, people, customs and ideas at first hand, and at the same time telling Americans about life in their own countries. The American Field Service is a purely private organisation, with no political or religious affiliations. It is emphasised, however, that each student should understand the purpose of the A.F.S. scholarships and be willing to accept responsibility towards carrying it out.

A member of the A.F.S. meets each student on arrival and escorts him to his destination in the United States. The organisation also keeps in close touch with each student throughout the year, assuming responsibility for his welfare during the time he is in the United States.

The grants cover tuition, board and lodging. Traveling expenses both ways are normally met by the student or his parents. In special cases some financial help may be given.

Further information can be obtained from the Cultural Affairs Office, Room 302, American Embassy, 41, Grosvenor Square, London, W.1.

## Bilingualism in Welsh Education

Sir Ben Bowen Thomas, Permanent Secretary of the Welsh Department of the Ministry of Education, addressing a joint session of the Education and Psychology sections of the British Association in Dublin spoke of the efforts being made in Wales to promote bilingualism in education.

Language teaching was a curriculum matter and as such was the responsibility of the local education authority, explained Sir Ben. Many Welsh schools, in which all teaching was carried out in Welsh, had been organised in recent years, both in town and urban areas. There had been a steady increase in the supply of Welsh books to schools. Improvement had been achieved in the clarification of policy affecting the teaching of languages, in the raising of competence of school teachers, in school organisation and the supply of textbooks and equipment. Hundreds of summer schools, conferences and local courses had been arranged to help teachers cope with school organisation and curriculum.

The Welsh Joint Education Committee was working with the University of Wales to "break the vicious circle" caused by lack of qualified graduates, and the committee was subsidising research into bilingualism in education.

"The importance of scientific research of the highest order cannot be over-estimated," said Sir Ben. "There is great scope at present for parading prejudices and superficial impressions about bilingualism as authoritative pronouncements. This is a process which is exercising a bad influence on public opinion and making unnecessary difficulties for some local authorities at a critical stage of their efforts to devise and apply sound educational policies."

The Welsh language was well established as a literary medium before English, and had a literary history of a thousand years. But English, the first language of about two-thirds of the Principality, was a major world language, with all the prestige that that involved; that the Welsh language should still be standing up to English at all looked like a bit of unrealistic importunity. But it reflected the will to survive of a "strange, intelligent people."

### New Council Members

The Minister of Education has appointed the following to be members of the Central Advisory Council for Education (England): Sir Eric James, High Master, The Manchester Grammar School; Miss Pearl Jephcott, Senior Research Officer, London School of Economics and Political Science; Mr. M. H. Brown, Headmaster, The Grammar School, Nelson, Lancs.

Two of these new members will take the place of Mr. O. W. Mitchell, Headmaster of the Royal Grammar School, Newcastle-upon-Tyne, who has resigned on grounds of ill health, and of the late Dr. J. Macalister Brew who died earlier in the year. The third is an additional appointment.

**Dr. Theodore Siklos**, former head of the electrical engineering department of Wimbledon Technical College, is to be first Principal of the Crawley College of Further Education.



## The new **AGA** heavy duty cooker is the best teacher of kitchen economy

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due to the thermostatic control—is tremendous. No heat is lost into the kitchen (much to my cook's joy) and all the heat generated is stored in the cooker for its proper purpose.

I congratulate you on this new development in modern cookers, and I commend the Heavy Duty Aga without reserve to anyone who needs really efficient and very economical cooking in any large establishment.

Yours faithfully,

*G. W. L. Haigh*

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# N.A.D.E. President Reviews the Education Field

*Presidential Address by Alderman Mrs. J. Hammond, O.B.E., J.P., to the Eleventh Annual Conference of the National Association of Divisional Executives.*

We are living in a period of challenge, and the subject of Professor Judges's paper, "To whom do the Schools belong," will surely give food for thought to the layman as well as to the expert. There can be little doubt that one of the greatest issues to be faced in the not too distant future will be the problem of the relationship between the State, Local Authorities and the Community.

The Minister of Education is responsible for a department whose policy affects the educational pattern throughout the country, a pattern that lends itself to possible mutilation by any successive holder of the post, as we have sometimes experienced, to the detriment of the service. It is the department that has held the financial strings which enables it to frustrate, stabilize, or give new life to the service. It is interesting to note in the recent White paper on Local Government Finance that, "while a greater measure of local financial independence is a primary purpose of the changes in the Grant System, the Government must still remain responsible for laying down national policy," and that, "in determining the total of the general grant for any period, the Government will take into consideration the latest available figures of expenditure by the local authorities on the relevant services." We must bear in mind that these latest "figures of expenditure" will be amounts previously authorised by the central authority after careful and sometimes ruthless pruning of a local authority's estimates.

## The Block Grant

The attempt by the Government to pull wool over the eyes of local authorities by suggesting that the aim of the block grant is to increase their independence in raising and spending their money, will be well exposed by the debates on resolutions submitted to the conference on this subject. The Minister of Education has clearly stated that there will be no transfer of power from the Ministry to local education authorities. The burden on the rates will be unreasonable and unacceptable, and there is a clear intention to put up rates and relieve taxes.

## Divisional Executives

Particular emphasis and attention must be given to the proposal to abolish Divisional Executives—an attempt to deprive some areas of any association with local aspects of education administration. Our aim has been to break down the over-centralisation of education organisation and with this in mind we press for the retention of divisional executives and for the direct conferment of powers to those authorities the Ministry recognises can justifiably undertake responsibility for major educational functions. A local education authority cannot possibly realise the day to day needs and development of remote districts. The cumbersome tiers of administration demand reference to numerous super-

visers, sometimes referred to as inspectoral, organising and advisory staff, covering physical training, domestic science, drama, music, gardening and even caretaking. The Youth Service itself employs many experts who endeavour to attract the interest of young people, only a minority of whom respond to their efforts. One wonders sometimes how far the financial outlay is justified by results. There are about a dozen psychologists employed in a county, one of whom, incidentally, is designed "Psychologist to the Education Committee."

Time and money is often wasted sending representatives, with no voting power, to governors' meetings when appointments are made, simply to ensure that the county is represented. It has been said that the "contemporary revolution in educational methods more resembles a confused civil war, where the fortunes of war loom very different in different places, and nothing is certain, except that things will never again be exactly as they were." Administrative officers and members of committees become very weary of being constantly reminded that they must not stray from a fixed pattern, planned for a vast area and embracing several hundred schools. The particular needs of a school population may vary considerably even from school to school.

## Selection at 11 plus

This seems to have been a peak year for a nation-wide interest and criticism of the 11 plus examination as a method of selection for placing children in schools in which their abilities can be trained to the best advantage. Children, young or mature, vary considerably in intellectual ability and responsiveness to educational training. As soon as a child enters a junior school there is usually a test for selection for the A, B or C stream. No-one seriously challenges this. The same thing occurs for placing in a secondary school, but the streaming becomes more varied and segregated. Whatever the type of school—comprehensive, multilateral, etc.—a child's needs must still be assessed and a place found. This year, the child of eleven plus has travelled a rough journey from birth. Born at a time when parents had survived emotional and physical upheaval of war, it entered its school life one of a mass, when buildings, apparatus, staffing and planning were in post-war chaos, and he is now competing within the largest age group in history for a place in a grammar school. It is an accepted fact that there were not sufficient places for a number of children of aptitude and ability who may have just missed the boat. The secondary modern schools are not yet prepared to meet the challenge and needs of this residue of promising pupils. Reorganisation of the secondary modern school is long overdue, and steps should be taken now to develop that field of specialist education that will enable each child to have





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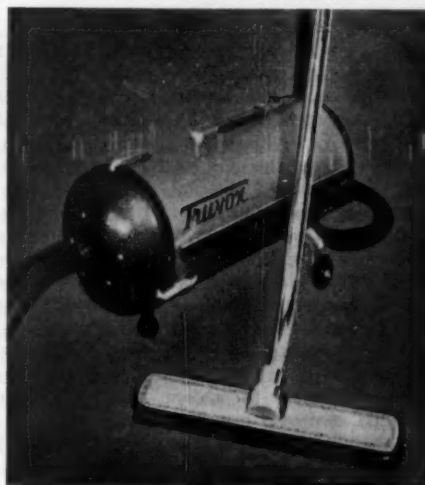
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an equal opportunity to develop its faculties, and thus stimulate greater confidence in parents. Only then may the pious phrases of the Act become accomplished facts. But failing this reorganisation, we may reach the end of the next ten years as we have begun it, emphasis still prevailing on the thirty per cent., leaving the seventy per cent. still in the wilderness. These to me are as vitally important to the nation's moral and physical well-being as the grammar and university groups, a percentage of whom can just as surely fail to make the intellectual and moral grade we would like to develop in a Britisher. The danger is not in too rigid a selection, as in the continued failure to provide within the secondary modern school the same opportunity for all children to develop their aptitudes and abilities. While the country is seriously in need of scientists and technicians, we continue, placidly, to accept the position that the mishandled seventy per cent. will serve to keep in motion the wheels of industry and commerce. We must beware that these are not becoming clogged as a result of impersonal relationships and maladministration, by a disregard for human values and by over-confidence that the thirty per cent. will provide for all the intellectual needs of a progressive nation.

Sir Vincent Tewson has said, "In so far as management had failed in industrial relations in the past, it was partly because their technical education has been conceived too narrowly." Such subjects as economics, business management, wage structures and human relations must now be given more prominence. We can afford neither to fall behind in technical accomplishments nor to neglect spiritual and human values.

The infant, junior and secondary modern schools have progressively tackled the bulge by accepting larger classes, temporary buildings, etc. No-one seriously suggested juniors remaining in the junior school because of limited places in the secondary modern schools (although there was a feeble attempt at this), and no-one is brave enough to say that the grammar schools—however regrettable this would be—should accept larger classes because of the increase in the number of able children in this age group. Instead the educational fate of a great many children is settled by examination and administrative decision, and the latter is often influenced by consideration of classroom space, supply of teachers, etc.

One effective step towards equality of opportunity would be the raising of the school leaving age to sixteen. It is a regrettable fact that the less responsive a child is to education, the sooner we throw him to the industrial wolves. It is the more able pupil who has the opportunity for a longer school life. How often a grammar school head agrees without hesitation to the release of a pupil who may not make the grade, or one whose behaviour is alleged to be a bad influence on the school. The former surely needs a longer school life, while the latter case, I suggest, affords an opportunity for the school staff to use their influence to the best advantage. It is easy to uphold the good name of a school when doubtful material is rejected. I have every admiration for the staff who accept and tackle the problem child. After all, the intellectual group will become clever anyway.

#### Television in Schools

The visual presentation of knowledge is now being supplemented by Television in schools. We must bear in mind the latent threat as well as the potential promise

of this venture, and beware of allowing the young to become enslaved by T.V. The teacher will have a great responsibility in seeing that T.V. is only supplementary to his own work. To quote the Chairman of the T.V. Committee of the Schools Broadcasting Council, "it is necessary to ensure that the rapidly expanding professions of T.V. experts of all kinds should be staffed by people decently educated as well as technically competent." T.V. at the moment is an expensive medium of education, and we still cannot be proud of the number of fifteen-year-olds who leave school without the average ability to read or to spell. While some schools are crying out for more books with which to tackle this failing more effectively; one does wonder which expense should receive priority. After all, a half-read citizen is a half-bred citizen.

#### The Handicapped Child

May I here make brief reference to the education of the handicapped child. There have been rapid changes in development over the past ten years in this branch of work, especially with the physically handicapped. It is a striking fact that at a time when local authorities have been hard pressed with priorities of education in the primary and secondary field generally, they have expanded special school provision more rapidly than in any previous decade. There is still much to be done. In March of this year the Parliamentary Secretary to the Ministry of Education stated that there were 15,478 children reported by local education authorities during 1951-1955 as incapable of receiving education at school. In December, 1955, there were over 5,000 in occupation centres, and at the same date there were 2,942 regarded as suitable for training at occupation centres, *but not receiving it*. Can one imagine the empty and purposeless lives these unfortunate children are destined to live? Teaching is now carried out in many more hospitals, although the number of long-stay child cases has considerably declined. Authorities exercising their powers under this section of the Act are to be commended. Home tuition for the seriously handicapped has also been developed. The Minister of Education's attention has been called to the fact that out of 72,000 children suitable for special schools, only one-third can be properly trained. The need for teachers for this work is serious. We have the position when medical officers are reluctant to recommend children for transfer to a special school because of lack of facilities available. This may not be deemed by some to be a spectacular part of educational work, but it's a very human branch we must not overlook.

Education is a subject on which everyone seems to think him or herself capable of pronouncing an opinion (even my humble self). It would be enlightening to review the number of authorities, with no co-ordinating committee, who have a finger in the pie. Even the Home Office runs very expensive schools. The fighting services have their schemes and a considerable volume of education is sponsored and financed by industry. These certainly play a very important part in widening the scope of further education. No technical or industrial situation is likely to remain static, presenting the need for many people to have to undergo the strain of revision of training in middle life, if not before. At the British Industrial Management Conference a query was raised as to "how many senior managers can write a concise

report or do elementary arithmetic." In another paper on trade union reaction to industrial change, it was asked, "why should a skilled engineer with many years' experience be hired and fired and regarded as 'prime costs' or even 'material' while his typist daughter has staff conditions after three months at a commercial school." Insecurity breeds fear and resistance to change, particularly when it is not thoroughly understood.

### The Art of Living

All the confusion of ideas and schemes of education seem to miss focussing effort and training on the vital skill necessary for human happiness—learning the art of living and working together. The national and international physical and mental energy of the day centres around financing and making instruments to destroy the very lives we have helped to create and mould. Is this a creditable or even an intelligent use to make of the knowledge with which we have been so anxious that our scientists should equip themselves? It seems to be characteristic in mankind to abuse those things which are for their well-being. How much more worthwhile it would be to train in tolerance, understanding, humility and truth. Our educational system still creates national leaders in whom we are not always able to have unshaken confidence. How badly we need someone who has courage allied to intellectual ability. Not just the courage to perform on a battle field, but the courage to lead the nation and the world in calling a halt to the abuse of the knowledge gained by the scientist and to use his skill in fostering the spirit of human relationships. Then the strength of a nation would not be assessed by the size of its H-bombs, but by the character and integrity of its citizens who, above everything else, should have been taught the art of living together. Man's control over himself is very far from progressing at the same rate as man's control over industry.

Firstly in the home. Our courts have a constant stream of young people unfitted to solve the problems of domestic differences, who throw up the sponge at the least pretext, breaking up family life and shirking their responsibilities.

Secondly in the schools, where secondary modern, grammar and universities must all aim at a common worthy purpose with every teaching post recognised as a post of *special responsibility*, with a salary comparable to the value, responsibility and dignity of a worthy profession.

I make a plea for a long and arduous educative process in the art of living together. Never let it be said that our children are taught more of the mechanism of the sun and moon than of the human society in which they live.

Knowledge does not necessarily lead to wisdom. A right judgment is the fruit of true Education.

The Bishop of Bristol last month opened the new library block at Colston's Girls School, Bristol. In an air raid in 1941 the library block was so severely damaged that complete demolition became necessary, but the 11,000 books were saved. Opportunity was taken when rebuilding to replan this section of the school buildings and the new four-storey block comprises the library, four large classrooms, bookstore, and cloakrooms.

### L.C.C. to Spend £5,000 on Pottery Kilns

Before the war pottery kilns on hire were supplied to certain L.C.C. secondary schools and evening institutes. After the war, kilns on hire were no longer available and to meet the demand for the firing of pottery two kilns were installed at the school equipment division. In view of the advantage on educational grounds for pottery firing to take place within the school or institute so that pupils and students can be associated with all the processes involved in the production of the finished article it was later decided to instal kilns in new county secondary schools with rolls exceeding 1,000 and expenditure of £500 was sanctioned for the experimental installation of electric pottery kilns in other secondary schools and £620 for kilns at four evening institutes.

There is an increasing demand from schools and evening institutes for kilns on their own premises and the Sub-Committee have agreed in principle to the general supply of kilns to existing secondary schools and establishments for further education, when recommended by the senior art inspector. Applications for kilns have been received from fifty-seven schools, two day colleges and twelve evening institutes and expenditure of up to £5,000 is proposed during the current financial year, to provide for about nineteen establishments where the needs are greatest.

Co-education in Japanese senior high schools is proving popular and has had a favourable effect on Japanese education in general, according to a recent survey by the Japanese Ministry of Education.

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The  
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and  
**EDUCATION REVIEW**

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## Month by Month

**Corporate Worship.** If the press reports are correct—and we are not aware that their correctness has been questioned—Mr. Steven Owen, Vice-President of the National Union of

Teachers made the following remarks in the course of a challenging address to the Flintshire members on the 8th September:

"One of the things I hate to see is an inspector coming into my school to inspect our corporate worship. To me it is a contradiction in terms and it offends me. I could walk out when I see two able-bodied representatives of Her Majesty come in and give marks for the kind of hymn chosen and assess the efficiency of my prayer."

Mr. Owen seemed to speak from experience, and yet it is hard to believe that any of Her Majesty's inspectors have ever claimed the right to "inspect" the morning worship in any school. It is still more difficult to believe that even two inspectors have really gone so far as to "give marks" for either the choice of hymn or the "efficiency" (whatever that may mean) of a prayer. If any inspectors have in fact so acted, surely the matter should have been reported to the Ministry of Education immediately.

The Education Act, 1944, does not give any right to Her Majesty's inspectors to inspect school worship. An inspector who is really interested in the schools which he visits may quite properly ask permission to be present during school worship. It is difficult to see why any head teacher should refuse such a request, unless he has reason to be ashamed of the morning worship as conducted in his school. The inspector has, however, no right to inspect the worship nor to report upon it. It would be in order, but surely unnecessary and ungracious to object to any mention in the report unless that mention was unfavourable. The Butler Act empowers Her Majesty's Inspectors to inspect only "the religious instruction given in any school maintained by a local education authority" provided that such instruction is given "in accordance with an agreed syllabus." The word *instruction* is important. The Education Act distinguishes quite clearly between *worship* (known in earlier Acts as *religious observance*) and *instruction*. In County and Controlled Schools there must be instruction in accordance with the Authority's Agreed Syllabus. Such a syllabus, according to the Education Act, is concerned with instruction or teaching only and not with worship. The provisions of the Act relating to instruction and worship are not only quite distinct but they are in some respect different from each other. Is it possible that some inspectors do not know the Act or is Mr. Owen himself mistaken in his interpretation of the action of the two "able bodied" inspectors to whom reference is made?

\* \* \*

It was under this heading that *The Times* reported the proceedings of a special meeting of the Flintshire Education Committee called to consider what the *Flintshire Leader* described as "one of the most vital and controversial questions ever to occupy



the attention of the Committee—the teaching of Welsh in schools.” According to *The Times* “two hours of at times acrimonious debate . . . tempered the flatness of refusal by a sub-committee that parents have any real choice in deciding whether English or Welsh shall be the principal medium of instruction for their children at secondary schools.” The sub-committee had recommended six principles which should govern the linguistic policy of the Authority. The sixth “recognised the right of parents to make application for their children to attend at secondary schools other than those to which they have been allocated and such individual applications will be carefully considered by the appropriate committee.” The Education Committee amended this clause to read “Despite the allocation as in (c) the Committee recognises the rights of parents within the framework of the Education Act, 1944, to express a preference at any time for another school and to make representations accordingly to the Local Education Authority.” The mover of the resolution asserted that there was something more important than preserving the Welsh language or the English language, and that was preserving the rights and liberties of the individual. A happy feature about an otherwise unhappy controversy was the complete absence of racial feeling. It was not a contest of Englishmen *versus* Welshmen. This does however tend to obscure the fact that the chief officer of an Authority cannot anticipate even an expected change in policy on the part of his committee. An Officer must implement and, when required, explain the policy as it is and this appears to have been done. The debate, it was reported, wound up on a more harmonious note, with a general indication in many speeches that any objections by parents would be generously considered by the Committee.

### Three-year Training.

ADDRESSING the Association of Teachers in Colleges and Departments of Education at Edge Hill Training College last month, Mr. D. E. Cooke, Chief Education Officer for Buckingham, maintained that the raising of the school leaving age to fifteen had stimulated a recasting of the whole system of education in modern schools rather than a simple adding of an extra year. He urged that that the new three-year course at teachers' training colleges should be thought of in similar terms. It required not the addition of another year to an existing course but a recasting of the whole course. This of course, is what the colleges are preparing to do. The new course will be a challenge to them and as such they will accept it and respond to it. The comparison with the raising of the school leaving age is good, up to a point. It will be realised however the training course for intending teachers is to be extended not by a third but by no less than a half of its present duration. Local Education Authorities by whom the overwhelming majority of the new three-year trained teachers will be employed, have a right to expect a notable difference in those teachers compared with the newly qualified teachers who did not receive that extra fifty per cent. of training. The Local Education Authorities know the needs of their schools and the lines on which they are developing. It is to be hoped that they will be consulted regarding the context of the new course. Consultation before,

rather than notification after, final decisions have been made would be wise and helpful to all concerned in this important educational advance.

### The Fourth Year.

IN another respect too the last year of the secondary modern school child differs temporally from the last year of a training college student. The college student's final year really is a year. The secondary school boy or girl can legally leave school at the end of the term in which he or she attains the age of fifteen years. The school year begins in September and ends in July, but only in theory and on paper. In all except a small minority of cases no educational considerations are allowed to interfere with the child's earliest possible leaving of school. Thus, generally speaking, only those young people whose fifteenth birthday falls in the summer term do in fact complete a fourth year at school. It is really amazing that a situation so wasteful of teaching strength and ability of school accommodation and of educational opportunity should still be tolerated in this country. It is good to know that secondary modern school teachers are increasingly looking to the removal of this anomaly as the most necessary and most urgent educational reform. Incidentally it would be at the same time the cheapest and the most effective too. Many will doubtless plead its inconveniences to industry and commerce. The same difficulties, however, would exist, and would undoubtedly be overcome, if any system of comprehensive schools were adopted with the corollary of one uniform minimum leaving age. It is difficult indeed to see even one educational objection to such amendment as would be necessary to the Education Act, 1944. An Amending Bill altering one word only in the Principal Act—“year” instead of “term” in Section 114 (5) would be quite a legislative curiosity. It would be a mistake, however, to assume that it would not be very strongly opposed. Even some who are most favourable to educational advance may fear that in supporting such an amendment they would be indirectly supporting the deferment of the raising of the school leaving age to sixteen. It is however difficult to see why this should be so. If and when the minimum school leaving age is raised to sixteen, the amendment proposed above would be even more obviously necessary than now. The case for uniformity among all secondary schools in this matter would be overwhelmingly strong when the minimum course for grammar and modern schools alike is five years. At the same time educationists may allow the existence in their midst of heretics who do not accept the verbal inspiration or the infallibility of all that is in the Butler Act. Some heretics might indeed be satisfied with a compulsory and complete four years course as the minimum for all children provided that opportunities were developed and multiplied for education beyond that age. A medical correspondent of the *Sunday Times* has drawn attention to a fact which very few people have yet realised, viz. that boys and girls are reaching puberty earlier than they did even twenty years ago. During the past century there has been a general acceleration of physical development of as much as eighteen months. “The fact” the writer said “that children are growing up more rapidly, but have to stay at school longer, provides problems for the parent, the child and the educationist.” So too does

the fact that more young people are marrying at an age when, according to the Act if fully implicated, they should still be at school or at a "county college." Such early marriages and the unexpected upward trend in the birth rate cannot be regarded as unwelcome social trends. There are others who would like to take the bold step of raising the minimum school leaving age at once to the end of the year following the sixteenth birthday and to remove from the Act all reference to compulsory further education thereafter.

## CORRESPONDENCE

### Plight of the Museums

*To the Editor of the SCHOOL GOVERNMENT CHRONICLE.*

SIR.—My attention has been called to the paragraph entitled "The Plight of the Museums" on page 77 of the September issue of the SCHOOL GOVERNMENT CHRONICLE AND EDUCATION REVIEW. In this it is stated—"Museums (with one exception), Art Galleries and Municipal Libraries (again with one or two exceptions only), lie wholly outside the scope of the English and Scottish educational systems." This is not quite correct for, apart from anything that may be done elsewhere in the country, the London County Council has for many years administered through the Education Committee as part of the Education Service two museums the Geffrye and the Horniman. It is of course true that the power to maintain these museums is derived not from the Education Act, 1944, but from the London General Powers Acts. I will not enlarge on the scope of these museums but I would mention that at both of them teachers are employed by the Education Committee to work with children coming on school visits and in their leisure time.

Yours faithfully,

HAROLD C. SHEARMAN.

*Chairman of the Education Committee.*

The County Hall,  
London, S.E.1.

### Savings in Schools

In a message in support of the National Savings Movements' Schools Recruitment Week Alderman P. H. Edwards, M.A., President of the A.E.C., says: "The habit of thrift contributes to a knowledge of the proper use of money and few children to-day are without pocket money. It is easy to spend it all, but it is good to save a fraction of it. Therefore I wish to see every endeavour to make National Savings a feature in every school. This will mean a continuance of the tremendous goodwill and voluntary effort of the teaching staff, perhaps a little more effort in some schools, but also a hearty co-operation by parents and children."

**Appointed as Youth** Employment Officer for Wallasey is Mr. F. Hill, assistant county officer for Cheshire.

**Mr. Handel Goddard** has been appointed District Inspector of Schools and Adviser in Mathematics and Further Education to the Bristol Education Committee.

## Parliamentary Secretary Again Urges the Need for More Scientists

Sir Edward Boyle, Parliamentary Secretary to the Ministry of Education, speaking at the official opening of the Metropolitan Vickers Apprentice Training School, Manchester, referred to the now widely felt want of more scientists and technologists in this country.

Saying that there was no need for him to emphasise the importance of technological education to the future of Britain's economy, Sir Edward said he would however like to make two points. First, it was always worth remembering that it is precisely those goods on which we so much depend for our export earnings—capital goods and the product of our engineering industries—which are going to become increasingly competitive in world markets. This meant that we must as a nation keep continually one step ahead in applying the latest discoveries of science to industrial production.

"Secondly," said the Minister, "don't let us forget that the ultimate purpose of all technological advance must be that individual men and women should lead freer and happier lives in a more prosperous and civilised community. We must not allow the glamour of atomic physics to divert our minds from the countless detailed ways in which modern industrial development has already eased the lives of millions of people."

### Day Release Students increase by 30,000

Here, said Sir Edward, was the real justification for a massive expansion in technical education and training at the craftsman and technician level as well as at the professional level. That we were taking this expansion seriously was shown by the fact that of the 320 projects so far authorised under our £70 million building programme for the period covered by the White Paper on Technical Education, 264 are for the extensions, alterations and new provision for local and area technical colleges. The total number of day release students, known to be 355,000 when the White Paper was written, increased by 30,000 in 1955-56—an encouraging increase though not one we could be complacent about.

"There is a very great deal that industry can do to help in this process—by adopting flexible recruitment policies and progressive training schemes. The employer, after all, is in the best of positions, after a young man has left school, to assess his capabilities and direct him into the type of course where he will be of most service to himself, to his firm, and to his fellows."

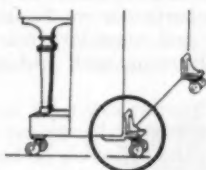
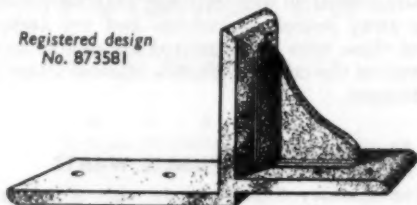
### The School Library

"Nothing in our new schools has been of more benefit to the children than the establishment of school libraries," said Mr. Edward Blishen, addressing the Library Association conference on "The Reluctant Reader."

Far more than a public library he said, it attracted them to reading. The school library was not a luxury. It was an essential part of the teaching of English, without which "the teaching of English is a lame duck." Reluctant readers—children whose environment had been verbally meagre—could not be taught reading unless one could get them to handle a body of texts.

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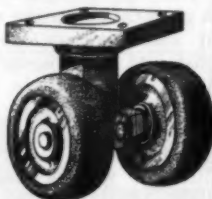
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It seems to consist of a peculiar acid vapour, united to the strong substance of the fluor; for water being admitted to it absorbs the acid vapour, and the stony substance is deposited. By this means it exhibits an amusing appearance, whether water be admitted to a glass jar previously filled with that air, or the bubbles of air be admitted, as they are formed, to a quantity of water resting on mercury."



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# As the Administrator Sees It

(FROM A SPECIAL CORRESPONDENT)

## UNIVERSITY AWARDS

Many authorities find that this year they are making it possible for more and more students to go to universities and technical colleges. At the same time, however, they are finding that more students are leaving universities and colleges without acquiring the necessary qualifications. It is a discouraging position. One of the most pleasing features of the modern world is the way in which universities have thrown open their doors to those with the necessary qualifications, irrespective of their family income and circumstances. The career open to the talents is nowadays a reality and not a dream. Yet the hard fact remains that many who are accepted by universities as possessing the necessary talents do not in fact fulfil their promise when they are at university.

It is a serious position, not only from the point of view of the taxpayer and the ratepayer, who find that money spent on the education of these people is not yielding results, but more important is the effect of this failure on the part of the students concerned. It is very difficult for such people to find alternative forms of employment. Their failure cannot be concealed. It takes a very robust kind of personality to rise triumphant above it.

All the universities report that more people are seeking places than the number of places available. Because of this, one would imagine that the universities would be able to choose students who are pretty sure of making the grade. Yet the results show that this is not so. No doubt there are various reasons for it. Many a boy and girl can do quite well at school when they are rigidly supervised, encouraged and coached by their teachers. In the freer atmosphere of a university, however, where they have to work more on their own the results are very different.

Another reason which might be worth looking into is the standard of entry set by the universities themselves. At the present time the minimum requirement is two passes at advanced level. It is on this that local authority awards are based. In making this recommendation the universities assume that students will be able to take their advanced work to quite a high level, and at the same time have leisure for pursuits outside their main subjects. This has not worked out in practice. Because two subjects are sufficient to qualify for an award it is to be feared that too many students are concentrating on these subjects only to the exclusion of everything else. It might be better if the minimum requirement were raised to three subjects at advanced level. A suggestion of this kind would not, of course, be well received. At once the cry would be raised that sixth forms would have no time for cultural activities, and that the general educational background of students was suffering. This argument, however, is largely refuted by the situation as it exists at the present day, where, as has already been said, students simply concentrate on the minimum requirement of two passes at advanced level to the exclusion of most other activities.

It is certain that the position is worth looking into. It is paradoxical in the extreme that universities are turning away potential students and yet finding that many of those who are admitted are unable to qualify at the end of the course. Such a state of affairs cannot go unchanged.

\* \* \* \* \*

## WHAT THE PUBLIC WANTS

It is a salutary experience to visit a meeting of a parent-teacher association. The subjects discussed vary according to the school and the particular conditions of the school, but every primary and secondary teacher knows that certain topics will recur with unfailing regularity.

At primary school meetings, Number one topic is the entrance examination. The parent of to-day knows the importance of this examination, and he makes no bones about it that he expects the primary school to prepare for it. Some parents are, of course, quite outrageous in their demands. They expect in the so-called scholarship-year that all history, geography, nature study and even physical education will be abandoned and that the child will have an unrestricted diet of arithmetic, English and "intelligence."

When the demands are outrageous they can be easily withstood. The real difficulty occurs when a parent is anxious about the prospects of his child and the teacher knows that the child has not much chance of qualifying. Such a position can be a worry to both teacher and parent. There is only one possible course of action open to the teacher, and that is complete frankness. He must tell the parent that his child will receive every encouragement and opportunity, but that this does not guarantee success.

The other great topic of the primary school flows from this first topic. It is the number of grammar school places available in any given area. The average parent of the average child is always convinced that there are not enough places available. In some areas, of course, this is quite true and it is lamentable that such areas should exist, but even in areas where the percentage of places available is 25 per cent. and over, the parent needs a great deal of convincing that there is a sufficiency of places. He is not put off by the assurance that it is possible to obtain G.C.E. passes in modern secondary schools.

Where there are many average parents of average children (and this occurs frequently) the opinion is frequently expressed that the local authority should create a special type of school for border-line cases. This, in the opinion of the people would be preferable to G.C.E. courses in the modern secondary school.

To the professional, and especially theoretical educationist, this is an idea which is not much in favour at the present time. Such a school would be similar to the central school of pre-war days.

At grammar school stage the main talking-point is regret that children have to specialise so early. This



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affects the good all-rounder who is good at everything and a greater number of children who are moderately good at everything and who are bad at nothing. Parents know that the choice of a course of studies will determine their child's future, not only at university but also at work. Teachers in grammar schools have to point out that the choice is forced upon them by reason of the demands of university scholarship examinations. This is true, but it does not alter the fact that parents, teachers and children alike have to make a difficult choice at too early an age.

Is there anything in the comments and suggestions which are made by the parents? It is easy for academic educationalists to give an academic answer to their questions. It is easy to say that the Education Act is framed to provide an education appropriate to ability and aptitude; that if too much creaming is done at age-eleven the standard of the modern secondary school is depressed; and that specialisation is inevitable. These are facile answers to give, and they have the sanction of a large body of professional opinion, yet the practical educationalists, including the teachers in the schools, are often compelled to admit that there is much substance in the comments of the public, and that, in time, some, if not all of them, might be adopted in practice.

### A New Scholarship

A new Scholarship—the Frank Wright Scholarship—which will enable the recipient the opportunity for further study in the U.S.A. at either the Textile Research Institute, Princeton (in association with the University of Princeton), or at the Massachusetts Institute of Technology, is announced by The Textile Institute.

Candidates must have been born in the United Kingdom and must possess a University degree of sufficient standing to permit of eligibility for attendance at one of the two American institutions.

Subject to acceptance by the Graduate School of Princeton University, the recipient of the scholarship would become a candidate there for the Ph.D. degree in Chemistry, Chemical Engineering or Mechanical Engineering.

Alternatively, a candidate who has the necessary qualifications may be considered for admission to a course in the Department of Mechanical Engineering of the Massachusetts Institute of Technology leading to a M.S. degree in Textile Technology, and subsequently to the Degree of Sc.D. in Mechanical Engineering.

Application forms may be obtained from The General Secretary of the Textile Institute and must be returned not later than the 31st of this month.

**During 1956/7** 229 Middlesex students were granted State Scholarships and supplemental awards, and 204 students living in Middlesex have been offered similar awards this year. In addition to State Scholarships obtained last year 2,188 students were granted Major County Awards to the value of £505,171 to enable them to attend Universities or University Colleges, and 949 students received awards to the value of £161,199 to attend other Further Education establishments.

## Teaching Aids in L.C.C. Schools

### Receiving Equipment and Record Players

Since 1947, the Council's schools have been supplied with 1,550 broadcast receiving sets, each with classroom extension speakers and a record player unit and, for use in the smaller infants' schools, 175 table radiograms.

Although recent issues of record players have been of the three speed type, so that full use can be made of the new long-playing records those record players issued to the schools under earlier programmes are suitable only for records designed to play at a speed of 78 revolutions a minute—the only kind available at that time.

The schools supplement their own supply of records by borrowing from the Council's loan collection, which will include an increasing proportion of long playing records. It is accordingly proposed this year to convert 420 of the single-speed players at a cost of £5,040 so that they can also be operated with long-playing records. Some 1,400 record players and 75 radiograms will ultimately need conversion at a cost of about £12 each.

### Television

The Council has, after consultation with heads of schools and the B.B.C., equipped twenty secondary schools for the reception of the programmes arranged by the B.B.C. as an experiment in T.V. for schools. The schools chosen form a representative selection of secondary schools maintained by the Council and are evenly distributed over the County area.

Since reaching agreement to take part in the B.B.C.s controlled experiment the Council has agreed that the heads of these selected schools may exercise their discretion in the use they make of the programmes, intended for reception by schools, drawn up by Associated-Rediffusion, Ltd.

Heads of schools will select appropriate classes for the various programmes avoiding, as far as practicable, departures from the normal school curriculum. A class will usually consist of thirty pupils; conditions under which viewing takes place have been carefully laid down to ensure that the vision of every pupil is uninterrupted and strain on the eyes eliminated.

T.V. is a new medium in education; the emphasis of the B.B.C. programmes is on experiment. Teachers responsible for the classes selected to watch the programmes will have the task of assessing the suitability of the programmes, observing closely the response of their pupils to them and of continuing lessons or discussions arising from them.

A careful record of each programme, of its suitability and of its impact on the pupils will be kept by the schools. A brief report will be sent to the B.B.C. each week and four of the Council's inspectors of schools will observe the progress of the experiment in the schools. At the end of the experimental period a full report will be submitted to the Education Committee.

**Russia has offered Ceylon** two five-year scholarships at Moscow University, says a Colombo message, and Mr. Bandaranaike, the Prime Minister, has asked the Minister of Education to accept them.

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## Children's Reading

### WORK AT THE ISLINGTON PUBLIC LIBRARIES

In these times, when it is not altogether easy to persuade children to choose reading as a pastime in preference to other forms of amusement which demand less effort in concentration, the Islington Public Libraries in their record of the past year's work report an increase of more than 18,000 in the number of books issued during the year from the children's lending libraries, the total for the year being 418,147 volumes.

They attribute this increase, in part, to the close liaison which is maintained with schools throughout the Borough, and to their "extension" programme of story hours, talks, film shows and other activities which help to popularise the libraries and show the children the close link which exists between their own personal interests and books.

Despite interruptions due to the redecoration of some of the buildings, 162 story hours and picture book readings were presented by the staff, and were attended by 3,121 children. Thirty-one talks, given by visiting speakers, were attended by 2,400 children, an average of seventy-seven for each talk. There has been a marked tendency says the report for attendances at talks to decline over the past few years, but this has been counteracted to some extent by the inclusion in programmes of speakers already well known through their television appearances.

4,002 children attended thirty film shows. Some of these programmes consisted of short documentary films on subjects of interest to children, but this year several full-length feature films based on books were screened with good results. Each film show was supplemented with a book display and a short talk by a children's librarian.

The library clubs held seventy meetings during the winter months, attended by a total of 869 children. A gramophone recital held at one Library was attended by thirty-five children.

### Class Attendances and School Time Activities

Teachers took 1,069 classes of school children, totalling 34,240 pupils, to the five libraries where facilities exist for children to study and do simple research, an increase of 295 classes over last year. Subjects studied during such visits varied from space travel to natural history and it was not unusual for children to become so interested in their work that they returned to the library in their own time to continue their studies. As a direct result of these visits, 916 children enrolled for the first time as members of the libraries.

It was a new experience for some of the teachers to take classes to the libraries, and their opinions on the value of the visits were sought. Without exception, they expressed themselves well satisfied with the results and were particularly pleased with the demonstrations of the best methods of quickly extracting information from books. Backward children were found to derive considerable benefit from regular library visits, although the material which they could use, and their library activities, were limited by the poor standard of reading ability.

### School Libraries

At the end of the year, 3,615 volumes were in circulation in thirty-six schools participating in the scheme for the provision of collections of books to schools situated more than a quarter of a mile from a public library, or separated from it by a main traffic route. These collections were changed every term, and were supplementary to the schools' own library books provided by the London County Council. It is estimated that 136,850 books were issued to children during the year through the school library service.

Schools co-operated with arrangements for the local history exhibition *Islington Story* and sent 831 children in forty organised parties to view the exhibition.

Other activities connected with education were the provision of book displays at the Council's three receptions for school leavers, and the talks given by the Principal Assistant-in-Charge of Work with Young People to the Sisters' Training College of the National Children's Homes.

### 400 New Teachers to Middlesex

County Alderman Mr. W. R. M. Chambers, chairman of the Middlesex County Council, officially welcomed more than 400 new teachers into the Middlesex County service last month. Dr. C. E. Gurr, the chief education officer, introducing the chairman of the county education committee, County Alderman J. W. A. Billam, said that having been a teacher himself, Mr. Billam knew the difficulties and problems of people coming into the teaching profession.

Referring to the Middlesex education service Mr. Billam said that Middlesex was an Authority with great traditions, and the education committee, teachers and the administrative staff worked together as a team in their efforts to improve the education service—the most important social service in the state. He went on to say that there are approximately 12,000 teachers in Middlesex primary and secondary schools who have charge of some 300,000 children. More than 550 newly-qualified teachers had entered the county service this term, the majority coming from training colleges but some from universities and university departments of education. The county supervisors of probationary teachers, the county advisers of specialist subjects, head teachers and teachers would co-operate to help the young teacher in the tremendous task undertaken.

### Speaking in French

Rather more advanced than the earlier French series is the French Brains Trust, "The French on the French," being broadcast by the B.B.C. in Network Three on Thursdays. The object is twofold: to help listeners to brush up their school French and to give them some information about modern France. Listeners' questions about the country will be sent to a team of French speakers meeting in Paris under the chairmanship of Monsieur Henri Appia, who teaches English at the Lycee Henri IV and the Ecole Normale Supérieure in Paris. He will translate the questions, interrupt the speakers if they talk too fast or use unfamiliar words or idioms, and summarise the answers in English and French.

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## The Impact of the School on the Development of Aesthetic Values

By K. W. M. in *The New South Wales Education Gazette*.

Broadly speaking, it is the function of the school to equip children for living by bringing them into contact with the finest achievements of our civilisation in the aesthetic and cultural fields as well as in those of practical endeavour. The school will have an impact on aesthetic experience through its physical environment, the quality of its teachers, and their teaching and the subjects taught. Of the subjects taught, music, art, literature, dancing and the whole field of rhythmic and dramatic expression are likely to be the most influential.

The development of appreciation of worthy and beautiful thoughts, forms, movements, sounds, or any combination of these, depends on a broader approach to the problem than simply making provisions for lessons in the aspects listed. That school which is succeeding in creating in its pupils a sensitiveness to the finer aspirations of humanity is making an appreciation of the good in every aspect of experience a fundamental principle of policy.

If school buildings are designed to meet a purely functional purpose, they may provide but little stimulus to the aesthetic sense. The use of brighter colours in the painting of schools is an important advance. Facilities for the establishment and the maintenance of school gardens are necessary if school surroundings are to make a worthwhile contribution to aesthetic experience. Too many classrooms remain somewhat drab. Some teachers, however, do take particular pains to create a pleasant atmosphere in the classroom by the provision of curtains, pictures, charts, vases of flowers in season, and similar decoration. Where playgrounds are in a very bad state of repair, the general drabness must affect adversely the feelings of the staff, the pupils and the community generally towards their school.

On the whole, the ideal of an attractive physical environment for children during their school hours needs more emphasis in educational planning if the whole atmosphere of the school is to make a positive contribution to the growth of aesthetic sensibility in the child. This will involve the expenditure of large sums of money on buildings and planning and layout of playgrounds. On the other hand, the teacher can make the best of existing facilities by the application to the school of some of the means used in the home for exterior and interior decoration.

Aesthetic experiences stir us intellectually and emotionally to an awareness of some ideal concept of beauty, whether it lies in colour, form, sound, or the very truth or appositeness of an idea. The foundation of such attitudes appears to be in the inculcation of love and respect. One finds that in the best teachers these are not the vague principles of the theorist, but the fundamental ideals which, through their own conduct and attitude towards their pupils, they hope to transmit.

It is true that some schools do not reach their full potential in the development of the aesthetic values because this broad concept of function becomes

subsidiary to more routine aspects of day-to-day organisation. There is still, for example, much room for improvement in the use of the assembly, both general and class to these ends.

Let us consider briefly the subjects more directly concerned with aesthetic experience.

In art, modern methods in the teaching of graphic and plastic expression are understood and practised in many schools. Children enjoy the opportunity to express themselves freely, and, through criticism of their own work and the examination of prints, are gaining a basis for appreciation.

Often the achievement in music is less potent than in art. Where schools develop a happy combination of formal training in its several aspects with a growing appreciation from a wide knowledge of real and recorded performances, children are being enriched with experiences that for the future may bring much inner content and happiness.

Folk dancing has a strong appeal for both boys and girls. Great benefit is being gained from this work, but it has yet to have a wider appreciation and use if it is to make its best contribution to the development of aesthetic values.

In drama, the tendency to attempt more work of an interpretative and creative kind is fortunately growing. Considerable development may well take place in this field, if more teachers recognise its value and are able to give time and thought to its preparation.

Where projectors are available, many excellent films are shown. These, through their artistic quality, are valuable supplements to classroom experience.

Literature is a wide field to exploit. To the imaginative well-read teacher, the possibilities are exciting. The broadcasts, the teacher's reading and the pupil's own use of the library, encourage appreciation for the good things in prose, verse and drama. Teachers need to remember what Sir Richard Livingstone said in his book, *"The Future in Education"*: "There are few greater treasures to be acquired in youth than great poetry stored in the memory."

In conclusion, it may be said that the impact of the school on the development of aesthetic values will be greatly increased as the quality of the pupil's physical environment and mental climate is improved. Where teachers make the best of the situation by contributing something to what they find, there is a definite gain.

The influence of the principal as a personality is sometimes restricted through lack of suitable assembly halls and seating, but there can always be strength, vigour, imagination and understanding in the organisation and the stimulation of the subjects most directly related to aesthetic experience.

Looking at the person who matters most in this process, the teacher, one can feel hopeful, but not complacent. The kind of vision in the principal that enables him so to administer and supervise his school



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that he co-ordinates the whole of its endeavour and directs it towards a love of beauty, truth and goodness in all life is not widespread. In this aspect, where the culture and the personality of the administrator determine the quality of the output, the influence of the school must be strong and purposeful.

### The Primary School

Speaking on the theme "What do we expect from the primary school," at the annual conference of the Scottish section of the New Education Fellowship, Mr. R. Macintyre, rector of Kilmarnock Academy, said there were three main demands he would make upon the primary school.

It should seek to promote the general education of the child; the child should leave its portals in a still educable condition, with his natural curiosity unquenched; and in such subjects as are essential to secondary education the foundations laid should be secure.

On the question of what he expected of the product of the primary school, Mr. Macintyre said: "If the child when he comes to me is already at home in school, understands that its simple privileges imply simple duties, is neither afraid of his society nor anxious to dominate it, if he is clean, honest, truthful and friendly there is not much more than I am disposed to ask. I will go so far as to say that in most of these ways I think the modern child of twelve is superior to his parents and very much superior to his grandparents, even if he may not be so apt to salute and say 'sir.'"

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## FILM STRIP REVIEWS

### GAUMONT BRITISH

SC452—Spring. 24 frames.

SC453—Summer. 24 frames.

SC458—Autumn. 27 frames.

These delightful colour strips are produced by Edita Films (France) in association with the G.B. Filmstrip Department. They are intended mainly for Junior children and their purpose is to encourage observation and appreciation of what goes on in the countryside. In this they succeed admirably, but from a purely Nature Study point of view it must be remembered that the photographs were taken in the Alpine region of France. However, the characteristics of the seasons are as well portrayed as in any strips produced in this country; and there is excellent correlation with the English lesson, for in her teaching notes Miss Marie Stuart has included a passage of poetry for almost every frame, and as the major portion of these extracts is taken from "The Book of a Thousand Poems" (Evans) those who use the book will find added pleasure here. In all there are some 75 poems to correlate with most of the 75 frames—scope for many lessons.

SC452 has some lovely photographs of blossoms and early spring flowers, though the primroses shown are pale mauve varieties. The second portion deals with new births in bird and animal life, and part three shows what has to be done in fields and gardens.

SC453 commences with haymaking and continues with superb pictures of flowers and fruit. The butterfly shown in frame 15 is not the Marbled White as stated, but one of the Apollo species not found in Britain. Seaside holidays and mountaineering are dealt with and a thunderstorm and forest fire depicted.

SC458 fully illustrates the "Season of mists and mellow fruitfulness." The golden browns in many of the pictures are a pleasure to see. Quinces and pumpkins we are not familiar with—nor grapes as we see them here in the vineyard. The farmer with his plough, the sportsman with his gun and the labourer sweeping the dead leaves provide the human touch, while the final picture of the chrysanthemum takes us into November.

SC454—Flowers.—A strip in the "Learning for Living" series produced by Edita Films (France) in association with G.B. As in the strips on the seasons the idea is to encourage appreciation of flowers, the prime factors in the selection being beauty and varied formation. All are lovely studies but mainly reds and browns and yellows—one feels the absence of blue and mauves as the strip proceeds; even the author comments on the lovely blue of the delphinium and hydrangea in this country. However there is much here to focus a child's attention, both on the flowers and the poets who wrote about them, for Miss Stuart has included 18 quotations from the poets to embellish the script. 24 frames.

SC456—Pompeii.—No one word title can mean so much as this, for Pompeii spells destruction and resurrection. This strip, produced by Edita Films (France) has brought the past to us in superb colour renderings. The introductory frames show a reconstructed Patrician House, both in elevation and plan and an excellent plan of the town. With the exception of three drawings all the remaining frames are photographs. Many of these are close-up details of portions of buildings such as a mosaic, an inscription, a gutter spout, a mural and an altar. Others show a baker's

oven, part of a mill, an amphora and a chariot. The remainder of the strip shows the ruins of buildings—and all the well known ones are pictured here. Certainly there will be many who will be glad to have this first class strip. 32 frames.

### PICTURE POST

**St. Francis.**—It is St. Francis' love of animals which has endeared him to the children and made him one of their favourite saints. Over and over they love to hear of his association with his friends the birds and his encounter with the wolf. These lovely thoughts are pictured in the filmstrip and much more that will be new to most children. His early life, his vision, his reformation, his trials and sufferings, the brotherhood he formed and his visit with them to the Crusades in Egypt and the Holy Land, all combine to make an attractive life story filled with interest. The pictures are clear enough to be projected in daylight without much loss of detail. Especially suitable for the Junior School. 29 frames.

**Pocahontas.**—A simple story which will serve to illustrate friendship and devotion; not a long one, but well worth working in with the story of early settlers and the natural animosity of the oppressed Indians. Just 12 frames of well drawn coloured pictures, each with its single sentence caption, beginning with the sailing of three shiploads of colonists from England to Virginia and ending with the reception of the Indian Princess at the English Court.

**Pollination.**—A Beacon Filmstrip obviously intended for senior scholars. It commences by comparing asexual and sexual reproduction as evidenced in germs and animals; then treats of sexual reproduction in plants. The part of a flower and their function are shown diagrammatically and also the pollination of a wallflower by a honey-bee. Cross pollination and self-pollination are discussed, and fertilization resulting in the growth of the ovary demonstrated. Sectional diagrams of the tulip, daffodil, primrose, delphinium, snapdragon, sweet-pea, honeysuckle and dandelion show the many adaptations to suit varied requirements. A useful strip to emphasise the importance of the plant insect relationship for mutual benefit. 29 frames.

**From Tree to Paper.**—There is no shortage of strips on timber and lumbering, but this excellent strip will serve to show what goes on in Norway, especially as the most modern methods are featured here. The strip is well set out too, in four separate and comprehensive sections. The first deals with the felling of timber and its transport by land and water; the second shows what happens in the sawmill; the third deals with pulping and the last takes us from one end to the other of a paper-making machine. High class photography ensures that this strip will be a useful one for age groups from 10 years upwards. 40 frames.

### COMMON GROUND

**CGA725—Sea-lions, Walrusse and Seals.**—Another in the Life Histories from Nature series edited by Professor H. R. Hewer, but this time H. R. Hewer is the author and we know how enthusiastic he is in his subject for he has provided us with a picture of himself in prone position approaching a herd of seals in the Hebrides. This is what we want in Nature filmstrips—first hand experience and observation, and both are very evident in this outstanding presentation. The strip first shows the main characteristics of the group and passes on to fur-seals and sea-lions and the specialised walrusse. The differences between the fur-seals and true seals is summarised in frame 10. Frames 11-22 show several species of seals in the antarctic, tropical and arctic waters and the final 18 frames deal in detail with

the life history of the British species of seal. In all 10 animals are discussed and excellently illustrated. 41 frames.

**CGA716—Chalklands.**—The second in the Geography of Great Britain in Colour series intended to supplement the existing black and white Regional Geography series. We could not wish for better pictures than these, showing as they do, first the physical aspect of the chalklands and then the humanistic. A map of the chalklands is included. The strip provides an excellent example of the influence of geology on settlement and communication, and twelve lovely views go a long way to help the student to recognise and appreciate the unique quality of chalk scenery. Ten photographs show typical farming on the chalk; the pictures of Chadwill Springs opens up the question of London's water supply, while the concluding frame of Stonehenge connects the chalk lands with prehistoric man. The strip is useful for general work in the Upper Primary School and Secondary Modern School, while the script provides the more detailed study required for Grammar Schools. 26 frames.

### EDUCATIONAL PRODUCTIONS LIMITED

**No. 6204—Country Dance.**

**No. 6221—Children's Games**

The first two of a number of filmstrips which take an important work by an acknowledged artist and give close-ups of each significant part of the painting. Both pictures are the work of Pieter Brueghal, the famous Dutch painter of the 16th century, and both are excellent examples of composition and attention to detail. **Country Dance** is available in double frame only. After showing the canvas as a whole 22 frames not only pick out the background and characters one by one, but provide a really close look at the details of a peasant's dress or a pair of hands. Here then is an excellent basis for advance study of Bruechel's work, but at the same time even young children can be encouraged to look more closely and hence learn to appreciate the work of the great masters. **Children's Games** contains such a wealth of detail and so many active children that the portions selected are pictures in themselves. Much of historic significance can be learned from a study of the costumes and behaviour of the children. A. E. Halliwell has put much into the script to aid both teacher and student. 28 frames. A thoroughly sound and practical way of ensuring that no detail of a masterpiece shall be missed; and as certain a way that much will be memorised.

**No. 6226-6227—Henry IV, Parts I and II.**—Another of Shakespeare's plays in that excellent series produced by Ernest J. Tytler. These superb photographs by Houston Rogers were taken from the Old Vic production in April, 1955, with Eric Parker as Henry IV. There are 23 close-ups 32 half or full length and 12 group photographs. Co-operation with the Old Vic staff has ensured that the colouring is accurate. The much longer quotations given from the text have necessitated a two part version, with 31 frames for Part I and 36 for Part II. The reading of the parts against the illustrations in effect becomes a classroom performance of the play so that scenes and sequences may be more firmly memorised; providing also a careful study to assist in answering examination questions.

**Mr. C. Tweddle**, has been appointed district organiser for Further Education for the Basingstoke area of Hampshire.

**Miss M. V. Daniel**, principal of Hereford Training College has been elected chairman of the Association of Teachers in Colleges and Departments of Education. She succeeds Dr. F. W. Land, of the University of Liverpool.



## BOOK NOTES

**An Educational History of the American People**, by Adolphe E. Meyer, Ph.D. (McGraw-Hill, 45s. net.)

We are so accustomed to think of the United States as a new country that it is useful to be reminded now and then that its institutions have already acquired roots of some respectable length. The story of its educational development, for example, stretches back over nearly three hundred and fifty years, during which time it has moved from the harsh and narrow instrument of religious dictatorship to as liberal and egalitarian a system as the world has ever seen. Dr. Meyer believes that the lessons of the past can throw light on the problems of the present and future, and that the history of education ought, therefore, to resume the place of importance in the Training College curriculum that it once held. He tells his story well. One becomes very conscious in his pages of the onward march of progress of a great people trying to find its soul and seeing in a broad, common educational system the surest method of building a nation out of the extraordinarily diverse elements that have gone into its make-up. Over-enthusiasm for education, and particularly a too rapid expansion of "higher" education, can have its dangers, and Dr. Meyer is well aware of these. The proliferating of degree courses of very questionable value is an example of this. But the overall picture remains one of determined and enlightened endeavour which is not without its inspiration and its lessons for a country such as ours where education is only at long last becoming the serious concern of government.—C.

**The Child of Eleven Plus**, by D. V. Skeet. (University of London Press, 10s. 6d. net.)

As the author is at pains to point out, secondary school selection is a highly scientific process, developed and continuously modified in the course of many years of research. To make so specialised a technique intelligible to the interested but uninformed parent is no easy task—particularly when the writer is so honest a man as Mr. Skeet, bent on telling the truth as he sees it. He begins with a brief survey of older haphazard methods of selection and the search for something a little more reliable. He then deals in turn with the three types of test most commonly found: Intelligence, English and Arithmetic—explaining how they are devised, how they are applied and how far they are reliable. After discussing some proposals for improvement which have grown out of recent research he concludes with a frank discussion of the "comprehensive" idea which seeks to dispense with selection at eleven-plus altogether. The treatment throughout is lively and personal and, provided he is prepared to apply his mind to the problems discussed, any reasonably intelligent parent should have no difficulty in following the argument. There are enough examples of the commoner types of test for the reader to form some judgment of his own, and the author approaches controversial problems with an objective frankness which inspires confidence. A most useful and timely contribution to the problem of improving public relations between education authorities and the parents to whom they are, after all, responsible. A study, too, in which training college students will find a palatable yet authoritative introduction to the subject.

**Admission to Grammar Schools**, by Alfred Yates and D. A. Pidgeon (Published for the National Foundation for Educational Research by Newnes, 25s. net.)

In this third interim report on the allocation of primary

school leavers to courses of secondary education, the same problem as that discussed in "The Child of Eleven Plus" is tackled, but with a different object and for a different class of reader. Here is assembled an impressive body of evidence on the methods of transfer operating in a number of different areas and the measure of success they have achieved. The authors do not attempt to state opinions or even to draw conclusions; the evidence is clearly stated, the means and methods by which it was obtained are detailed, and the reader is at liberty to make of it what he can or will. One cannot but be impressed by the meticulous care, the patience, the perseverance which lie behind this search for improved methods of selection, but one wonders, too, as one studies the elaborate statistical devices for correcting first this and then that margin of error, whether (as with Joyce's "Finnigan's Wake") we have not progressed as far along this particular road as we profitably can. As Mr. Skeet reminds us in "The Child of Eleven Plus," there always remains the fallible human element in the conduct of the examination which may produce an error which subsequent statistical adjustment may only serve to exaggerate. But be that as it may, as a fully documented statement of the position at the moment, this Report at once establishes itself as the authoritative work of reference.

**English for the Technical Student**, by J. G. Woolley, M.A. (Basil Blackwell, 6s. 6d. net.)

This English course is designed for students preparing for English papers set in Pre-Senior Technical and similar Preliminary examinations. The material is well within the range of such students and there are plenty of exercises, many selected from previous examination papers. There are helpful, though short, chapters on *précis* and comprehension and on literary appreciation. A student who spent a year working steadily with this book should take the Preliminary English examination in his stride.—C.

**Peculiarities of English**, by J. Millington-Ward. (Longmans, 8s. net.)

The English language is more difficult than most to reduce to an orderly statement of rules, but when one comes to an advanced treatment of its peculiarities the task becomes almost impossible. In this manual for the advanced student of English as a second language Mr. Millington-Ward wrestles nobly with the problem. The oddities and irregularities in our formal and colloquial idiom are carefully analysed with copious examples. In dealing with *shall* and *will*, *should* and *would* he embodies his findings in two enormous folding charts. But the result, in its very comprehensiveness, is a little forbidding. Certainly the intermediate, and perhaps the advanced student would find it all rather overwhelming. It is the second use that the author envisages—as a reference book for the teacher—that its greatest usefulness will lie. As a quarry for lesson material, and particularly in its copious examples, the book is admirable. The one criticism one might make of the book is that, in a desire for completeness, much useless academic lumber, such as the plurals for *man-servant*, *maid-servant*, has been included to add to the learner's overheavy burden.—C.

**Dr. M. H. Witt** has been appointed School Medical Officer to Leeds Education Authority.

**Four civic prizes of £25** are being offered by the Mayor of Croydon to school leavers from the borough's thirteen secondary schools who are going on to further education. They will be awarded to the two boys and two girls—one each from the science and arts sides—who submit the best essays on any topic or aspect of local government.

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